

## INDEX OF TEMPLATES

### INTRODUCING WHAT “THEY SAY”

- A number of sociologists have recently suggested that X’s work has several fundamental problems.
- It has become common today to dismiss X’s contribution to the field of sociology.
- In their recent work, Y and Z have offered harsh critiques of Dr. X for \_\_\_\_\_.

### INTRODUCING “STANDARD VIEWS”

- Americans tend to believe that \_\_\_\_\_.
- Conventional wisdom has it that \_\_\_\_\_.
- Common sense seems to dictate that \_\_\_\_\_.
- The standard way of thinking about Topic X has it that \_\_\_\_\_.
- It is often said that \_\_\_\_\_.
- My whole life I have heard it said that \_\_\_\_\_.
- You would think that \_\_\_\_\_.
- Many people assumed that \_\_\_\_\_.

### MAKING WHAT “THEY SAY” SOMETHING YOU SAY

- I’ve always believed that \_\_\_\_\_.
- When I was a child, I used to think that \_\_\_\_\_.
- Although I should know better by now, I cannot help thinking that \_\_\_\_\_.
- At the same time that I believe \_\_\_\_\_, I also believe \_\_\_\_\_.

### INTRODUCING SOMETHING IMPLIED OR ASSUMED

- Although none of them has ever said so directly, my teachers have often given me the impression that \_\_\_\_\_.
- One implication of X’s treatment of \_\_\_\_\_ is that \_\_\_\_\_.
- Although X does not say so directly, she apparently assumes that \_\_\_\_\_.

## INTRODUCING AN ONGOING DEBATE

- In discussions of X, one controversial issue has been \_\_\_\_\_. On the one hand, \_\_\_\_\_ argues \_\_\_\_\_. On the other hand, \_\_\_\_\_ contends \_\_\_\_\_. Others even maintain \_\_\_\_\_. My own view is \_\_\_\_\_.
- When it comes to the topic of \_\_\_\_\_, most of us will readily agree that \_\_\_\_\_. Where this agreement usually ends, however, is on the question of \_\_\_\_\_. Whereas some are convinced that \_\_\_\_\_, others maintain that \_\_\_\_\_.
- In conclusion, then, as I suggested earlier, defenders of \_\_\_\_\_ can't have it both ways. Their assertion that \_\_\_\_\_ is contradicted by their claim that \_\_\_\_\_.

## CAPTURING AUTHORIAL ACTION

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| ➤ X acknowledges that _____.         | ➤ X celebrates the fact that _____. |
| ➤ X agrees that _____.               | ➤ X emphasizes that _____.          |
| ➤ X argues that _____.               | ➤ X insists that _____.             |
| ➤ X believes that _____.             | ➤ X observes that _____.            |
| ➤ X denies/does not deny that _____. | ➤ X questions that _____.           |
| ➤ X claims that _____.               | ➤ X refuses the claim that _____.   |
| ➤ X complains that _____.            | ➤ X reminds us that _____.          |
| ➤ X concedes that _____.             | ➤ X suggests that _____.            |
| ➤ X demonstrates that _____.         | ➤ X urges us to _____.              |
| ➤ X deplores the tendency to _____.  |                                     |

## INTRODUCING QUOTATIONS

- X states, "\_\_\_\_\_."
- As the prominent philosopher X puts it, "\_\_\_\_\_."
- According to X, "\_\_\_\_\_."

- X herself writes, “\_\_\_\_\_.”
- In his book, \_\_\_\_\_, X maintains that “\_\_\_\_\_.”
- In X’s view, “\_\_\_\_\_.”
- X agrees/disagrees when she writes, “\_\_\_\_\_.”
- X complicates matters further when he writes, “\_\_\_\_\_.”

### EXPLAINING QUOTATIONS

- Basically, X is saying \_\_\_\_\_.
- In other words, X believes \_\_\_\_\_.
- In making this comment, X argues that \_\_\_\_\_.
- X is insisting that \_\_\_\_\_.
- X’s point is that \_\_\_\_\_.
- The essence of X’s argument is that \_\_\_\_\_.

### DISAGREEING, WITH REASONS

- I think X is mistaken because she overlooks \_\_\_\_\_.
- X’s claim that \_\_\_\_\_ rests upon the questionable assumption that \_\_\_\_\_.
- I disagree with X’s view that \_\_\_\_\_ because, as recent research has shown, \_\_\_\_\_.
- X contradicts himself. On the one hand, he argues \_\_\_\_\_. But on the other hand, he also says \_\_\_\_\_.
- By focusing on \_\_\_\_\_, X overlooks the deeper problem of \_\_\_\_\_.
- X claims \_\_\_\_\_, but we don’t need him to tell us that. Anyone familiar with \_\_\_\_\_ has long known that \_\_\_\_\_.

### AGREEING—WITH A DIFFERENCE

- I agree that \_\_\_\_\_ because my experience \_\_\_\_\_ confirms it.
- X surely is right about \_\_\_\_\_ because, as she may not be aware, recent studies have shown that \_\_\_\_\_.

- X's theory of \_\_\_\_\_ is extremely useful because it sheds insight on the difficult problem of \_\_\_\_\_.
- I agree that \_\_\_\_\_, a point that needs emphasizing since so many people believe \_\_\_\_\_.
- Those unfamiliar with this school of thought may be interested to know that it basically boils down to \_\_\_\_\_.
- If group X is right that \_\_\_\_\_, as I think they are, then we need to reassess the popular assumption that \_\_\_\_\_.

#### AGREEING AND DISAGREEING SIMULTANEOUSLY

- Although I agree with X up to a point, I cannot accept his overall conclusion that \_\_\_\_\_.
- Although I disagree with much that X says, I fully endorse his final conclusion that \_\_\_\_\_.
- Though I concede that \_\_\_\_\_, I still insist that \_\_\_\_\_.
- Whereas X provides ample evidence that \_\_\_\_\_, Y and Z's research on \_\_\_\_\_ and \_\_\_\_\_ convinces me that \_\_\_\_\_ instead.
- X is right that \_\_\_\_\_, but she seems on more dubious ground when she claims that \_\_\_\_\_.
- While X is probably wrong when she claims that \_\_\_\_\_, she is right that \_\_\_\_\_.
- I'm of two minds about X's claim that \_\_\_\_\_. On the one hand, I agree that \_\_\_\_\_. On the other hand, I'm not sure if \_\_\_\_\_.
- My feelings on the issue are mixed. I do support X's position that \_\_\_\_\_, but I find Y's argument about \_\_\_\_\_ and Z's research on \_\_\_\_\_ to be equally persuasive.

#### SIGNALING WHO IS SAYING WHAT

- X argues \_\_\_\_\_.
- According to both X and Y, \_\_\_\_\_.

- Politicians \_\_\_\_\_, X argues, should \_\_\_\_\_.
- Most athletes will tell you that \_\_\_\_\_.
- My own view, however, is that \_\_\_\_\_.
- I agree, as X may not realize, that \_\_\_\_\_.
- But \_\_\_\_\_ are real and, arguably, the most significant factor in \_\_\_\_\_.
- But X is wrong that \_\_\_\_\_.
- However, it is simply not true that \_\_\_\_\_.
- Indeed, it is highly likely that \_\_\_\_\_.
- But the view that \_\_\_\_\_ does not fit all the facts.
- X is right/wrong that \_\_\_\_\_.
- X is both right and wrong that \_\_\_\_\_.
- Yet a sober analysis of the matter reveals \_\_\_\_\_.
- Nevertheless, new research shows \_\_\_\_\_.
- Anyone familiar with \_\_\_\_\_ should see that \_\_\_\_\_.

#### EMBEDDING VOICE MARKERS

- X overlooks what I consider an important point about \_\_\_\_\_.
- My own view is that what X insists is a \_\_\_\_\_ is in fact a \_\_\_\_\_.
- I wholeheartedly endorse what X calls \_\_\_\_\_.
- These conclusions, which X discusses in \_\_\_\_\_, add weight to the argument that \_\_\_\_\_.

#### ENTERTAINING OBJECTIONS

- Yet some readers may challenge the view that \_\_\_\_\_. After all, many believe \_\_\_\_\_.
- Indeed, my own argument that \_\_\_\_\_ seems to ignore \_\_\_\_\_ and \_\_\_\_\_.
- Of course, many will probably disagree with this assertion that \_\_\_\_\_.

## NAMING YOUR NAYSAYERS

- Here many *feminists* would probably object that \_\_\_\_\_.
- But *social Darwinists* would certainly take issue with the argument that \_\_\_\_\_.
- *Biologists*, of course, may want to dispute my claim that \_\_\_\_\_.
- Nevertheless, both *followers* and *critics of Malcolm X* will probably dispute my claim that \_\_\_\_\_.
- Although not all *Christians* think alike, some of them will probably dispute my claim that \_\_\_\_\_.
- *Non-native English speakers* are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that \_\_\_\_\_.

## MAKING CONCESSIONS WHILE STILL STANDING YOUR GROUND

- Although I grant that \_\_\_\_\_, I still maintain that \_\_\_\_\_.
- Proponents of X are right to argue that \_\_\_\_\_. But they exaggerate when they claim that \_\_\_\_\_.
- While it is true that \_\_\_\_\_, it does not necessarily follow that \_\_\_\_\_.
- On the one hand, I agree with X that \_\_\_\_\_. But on the other hand, I still insist that \_\_\_\_\_.

## INDICATING WHO CARES

- \_\_\_\_\_ used to think \_\_\_\_\_. But recently [or within the past few decades] \_\_\_\_\_ suggests that \_\_\_\_\_.
- What this new research does, then, is correct the mistaken impression, held by many earlier researchers, that \_\_\_\_\_.
- These findings challenge the work of earlier researchers, who tended to assume that \_\_\_\_\_.
- Recent studies like these shed new light on \_\_\_\_\_, which previous studies had not addressed.

- Researchers have long assumed that \_\_\_\_\_. For instance, one eminent scholar of cell biology, \_\_\_\_\_, assumed in \_\_\_\_\_, her seminal work on cell structures and functions, that fat cells \_\_\_\_\_. As \_\_\_\_\_ herself put it, “\_\_\_\_\_” (200-). Another leading scientist, \_\_\_\_\_, argued that fat cells “\_\_\_\_\_” (200-). Ultimately, when it came to the nature of fat, the basic assumption was that \_\_\_\_\_.

But a new body of research shows that fat cells are far more complex and that \_\_\_\_\_.

- If sports enthusiasts stopped to think about it, many of them might simply assume that the most successful athletes \_\_\_\_\_. However, new research shows \_\_\_\_\_.
- These findings challenge dieters’ common assumptions that \_\_\_\_\_.
- At first glance, teenagers appear to \_\_\_\_\_. But on closer inspection \_\_\_\_\_.

#### ESTABLISHING WHY YOUR CLAIMS MATTER

- X matters/is important because \_\_\_\_\_.
- Although X may seem trivial, it is in fact crucial in terms of today’s concern over \_\_\_\_\_.
- Ultimately, what is at stake here is \_\_\_\_\_.
- These findings have important consequences for the broader domain of \_\_\_\_\_.
- My discussion of X is in fact addressing the larger matter of \_\_\_\_\_.
- These conclusions/This discovery will have significant applications in \_\_\_\_\_ as well as in \_\_\_\_\_.
- Although X may seem of concern to only a small group of \_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_.

*From “They Say/I Say”: The Moves That Matter in Academic Writing, by Gerald Graff and Cathy Birkenstein. W.W. Norton & Company: New York, 2006.*

## COMMONLY USED TRANSITIONS

### Cause and Effect

accordingly  
as a result  
consequently  
hence

it follows, then  
since  
so  
then

therefore  
thus

### Conclusion

as a result  
consequently  
hence  
in conclusion, then  
in short

in sum, then  
it follows, then  
so  
the upshot of all this  
is that

therefore  
thus  
to sum up  
to summarize

### Comparison

along the same lines  
in the same way

likewise  
similarly

### Contrast

although  
but  
by contrast  
conversely  
despite the fact that  
even though

however  
in contrast  
nevertheless  
nonetheless  
on the contrary  
on the other hand

regardless  
whereas  
while  
yet

### Addition

also  
and  
besides

furthermore  
in addition  
in fact

indeed  
moreover  
so too

### Concession

admittedly  
although it is true that  
granted

I concede that  
of course  
naturally

to be sure



**Example**

after all  
as an illustration  
consider

for example  
for instance  
specifically

to take a case in  
point

**Elaboration**

actually  
by extension  
in short

that is  
in other words  
to put it another way

to put it bluntly  
to put it succinctly  
ultimately

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